The Georgian Faculty Review

January

1950

Editorial

One of the most difficult tasks of the Editorial Board of such a publication as this is to decide what is likely to prove of interest to the staff, and to supply this need.

The *Georgian Faculty Review* is primarily a house organ; and, as such, its object is to secure contributions from members of the staff which will prove of interest to other members, and be a means of assembling individual ideas about the policy, teaching methods, and current problems which are, or should be, the concern of all.

With this objective in view the Editors have pleasure in presenting in this issue discussion on *French-Canadian Relations* by Harold Potter, *What's New in Astronomy* by E. Russell Paterson, *The One Faculty System* by the Principal, *Course Work, or Project Work* by Harry Schwartz, *A New Approach to English Literature* by Elizabeth Waterston, as well as news items of interest to the staff.

Due to research projects and postgraduate work being carried on by former members of the Editorial Board certain changes have had to be made; and this is all to the good, as it gives the old members more time for their work and gives new members of the Editorial Board an opportunity to contribute further to the life of the College.

Our best wishes go to our ex-editor Ernest Stabler who is currently studying for his Ph.D. in Education at Harvard University.

To all members of the staff, past and present, we extend our best wishes for a happy 1950, and a successful and interesting academic year.

The Editor.

Georgian Faculty Review

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NOTICE

The date of the Convocation has been changed from Friday, June 3rd as given in the College Announcement to Tuesday May 30th 1950.

What --- No Departments?

K. E. Norris

One of the penalties of increased size in any institution is the inevitability of increased specialization of its parts. With that specialization comes the risk of lessening the coordination and unity which were the virtues of a smaller organization. However efficient they may be, system cannot take the place of common purpose, and inter-departmental communications are no substitute for congenial human-relationships.

From the very beginning of its college-grade career, this College has pinned its faith upon integration — integration in the curriculum as an educative experience for the students, integration in staff organization as a way of life for the Faculty. Whether we can continue to maintain this integration or not will be one of the crucial tests of our growth.

It is not our purpose here to discuss the theory of education which has prompted our organization of subject matter in its present form. Good education depends not so much upon the formal curriculum as stated in the printed Announcement, but upon the spirit of the men and women who do the teaching — upon the "docendum" as one writer has put it, upon what actually takes place in the classroom.

The good programme of general education must have breadth and must have depth; but above all it must have unity. It is easy enough to achieve unity in a specialized course in which the student studies little else but one subject. It is another matter to achieve it in a comprehensive general course, embracing many subjects and meeting the divergent points of view which characterize the various "disciplines" of higher education.

This unity our curriculum tries to promote by its common core of the pandemic courses and English, by its compulsory areas of course selection, and by other devices of organization, all of them superficial unless the teacher is caught up in the spirit of general education. Only as the student is enabled to view each of his subjects as another window through which he examines the nature of the world and of man, only as teachers learn to use each subject as the instrument by means of which they educate people, then only does general education achieve its purpose and the unity of the curriculum become a reality.

But what has this to do with departments? Only this. Just as the students of the College, many years ago, decided that there would be only one fraternity at Sir George, "the Georgian fraternity", so have the staff

maintained through the years that there should be only one department, the department of education.

It is with this end in view that the three faculties of Arts, Science and Commerce are administered and supervised as one. It is for this reason that the three Divisions of the Humanities, Natural Sciences and Social Sciences cut across all three of the degree programmes of Arts, Science and Commerce, and all instructors in every Division are concerned with each of the three degrees. It is for this reason that our Faculty organization is one of four loosely knit Divisions rather than the usual fifteen or twenty tight little departments, each representing a subject-matter discipline.

This organization into Divisions, representing broad areas of subject matter, does not in itself insure contact and co-operation between the various subject matter specialists who make up that Division. Nothing can insure that except the motivation of the teachers concerned. But it can set the stage fot it.

With the best will in the world, departments tend, over the years, to become more self-contained, more self-sufficient, more isolated from other departments, more restricted in purpose, more apt to compete with other departments rather than to co-operate, more likely to offer courses regardless of whether they overlap those of other departments or contribute to the primary objectives of the College, more prone to emphasize their subject matter than the general growth of the student; to become, in short, smaller educational programmes within the framework of the larger, to the detriment of both. This does not always happen in a departmental organization, but in this case also the stage is set for it.

Nor is there any guarantee that the four Divisions, in a divisional organization such as ours, will not develop into equally water-tight compartments. Whether they do or not may depend opon the extent to which they feel themselves to be divisions of one Faculty, members of a single team giving effect to the institution's total impact upon the student.

The search for unity in higher education is the great quest before universities to-day, especially on this continent, if one may judge from recent writings by educationists and critics. Particularly is this true since the universities seem to be committed irrevocably to providing professional training and the specialties wherewith graduates may make a living. The "Great Books Plan", pandemic courses, a return to the classics, core curricula, orientation courses; these and many others are but organizational devices to restore to higher education a unity which was lost when the needs of modern life began to influence its conception of its function.

Each, without exception, is doomed to failure, unless it can be accompanied by a Faculty which individually and collectively exemplifies that unity which it seeks. With such a Faculty general education takes place in every course; without it the best curricular plans cannot avail.

French-English Relationships in Canada

HAROLD H. POTTER

1. *INTRODUCTION*

No one can attempt an objective discussion of ethnic intergroup relationships without recognizing the principle of complementarity in scientific theory. That is, for a given social situation there may be several mutually irreconcilable modes of understanding and interpretation each of which nevertheless contributes in its own right towards a logical understanding of the situation.

For example, one may confine analysis of French-English relations to the contemporary period in Quebec province, classifying and quantifying as far as possible French and English participation in the economic, political, religious and educational institutions of today, and basing conclusions thereon. A second approach is to describe selected situations in which the English and French interact throughout Canada, and to describe the personality types found in these situations. In this approach there is no attempt at quantification but an attempt is made to establish the typicality or other significance of certain situations. [1] A third approach is to combine general historical background with various selected current situations and events, such as population trends, the division of labour, and contemporary social movements among either or both major language groups.

This article is based upon the third approach to intergroup relations. Its main topics are dealt with as follows: 1) historic division of labour; 2) population pressure in rural areas; 3) migration to industrial centres; 4) contact of cultures with ensuing social change; 5) gradual re-organization of institutions to meet a challenge to the French-Canadian way of life; 6) the general effects of two world wars on French Canada.

2. *HISTORIC DIVISION OF LABOUR*

The Treaty of Paris, 1763, effected a change of masters over some 60,000 Europeans of French language and Roman Catholic faith, settled in the upper regions of America. Looking backward, we are able to interpret that event as one stage in a prolonged political and economic struggle for world dominance between Britain and France, a struggle which antedated the fall of Quebec by more than 100 years and continued thereafter into

[1] This is the approach taken by Professor J. C. Falardeau (Laval Univ.) in his article **"Mariage de Raison"** published in Food for Thought, Toronto, October, 1949.

the first quarter of the Twentieth Century.

Since 1760 the British as a group in Canada have been the big financiers, big merchants, big industrialists, and the holders of final political and military power. Meanwhile the French, considered as a group, have been in greater part subsistence farmers in the country and wage earning industrial workers in the towns, with a sprinkling of intellectuals and professional men and a few small entrepreneurs. This division of power and economic function holds true in a general sense even when attention is concentrated upon Quebec province, where the British are few in number. The condition has been undergoing change for several generations, but today the rapidity of that change invites special attention.

Once predominantly rural, Quebec is now the most urbanized province in Canada. More farm people live in Quebec than in any other province; but in 1941 they constituted only 25 per cent of Quebec's total population. (1) More than 63 persons in every 100 live in incorporated municipalities. (2) Manufacturing in 1946 accounted for 63 per cent of the province's net value of production, agriculture fro 13.7 per cent. (3) Despite these facts most Canadians retain the old notion of contented habitants with their homes on the land, when events call for the new notion of a discontented landless industrial proletariat; many Canadians wish to continue thinking of clergymen, notaries, lawyers and doctors as the natural leaders of French communities even though French-Canadian scientists, industrialists and artists are soon to assume dominant roles among their group.

3. *POPULATION PRESSURE IN RURAL AREAS*

The rate of natural increase of the French Canadian is the ultimate cause of the social and economic changes outlined above. Between 1941 and 1944 Quebec province, with 29 per cent of Canada's population, contributed 38.48 per cent of the country's natural increase. (4) This conveys some idea of the French-Canadian's fertility. The country's vital statistics show that Quebec's birth rate is declining; nevertheless the rate is higher than that of the country as a whole. The death rate, once the nation's highest, has declined steadily, and now is midway between the low rates of the three Prairie Provinces and the higher rates of the remainder. The infant mortality rate, once extravagantly high, is now less than half the rate of 1926, and Quebec has yielded first place to New Brunswick in the number of infant deaths per thousand live births. As for the rate of natural increase, representing the excess or births over deaths, Quebec and Saskatchewan once vied with each other for first place. The rate of both provinces declined between 1926 and 1940, but since that date Quebec's rate has moved upward and that of New Brunswick has taken second place.

There are other ways of outlining Quebec's problem. Horace Miner in his study of St. Denis de Kamouraska (1939) describes what we may consider to be a typical Quebec rural community of ten years ago. St. Denis

(1) Canada Year Book (1946): Chap. VIII – Agriculture. Table 42, page 250.
(2) Ibid: Chap. IV – Population. Table 19, page 111.
(3) Ibid: (1948): Chap. XXVI, Table 4, page 1101.
(4) Dept. of Labour, Research & Statistics Branch: "Changes in Population and in the Labour Force." Ottawa, 1946.

was a community of 120 households totalling 700 people. There were many more women and old people than one normally would expect to find. More than two-thirds of the total population were single. Of the children born, one out of three died before it was five years old. The birth rate had been falling for the previous forty years. The death rate had been falling, too, and this complicated the matter of providing for children.

4. *MIGRATION TO INDUSTRIAL CENTRES*

Rural overpopulation — I employ this term in the Malthusian sense of excess population in relation to the local means of subsistence — in Quebec produces the same results as the phenomenon did in Britain of the early nineteenth century, as it did in Ireland 100 years ago, and as it does in China today. An industrial revolution not only creates a surplus farm population but encourages a shift of this surplus from rural to urban areas, and a social/revolution follows.

People are drawn from rural areas to manufacturing centres, seeking gainful employment. (5) The technological developments and specialized services which accompany industrialization reach back into rural areas and reduce the need for many hands on the farm. The wealth and leisure accruing to some of the classes engaged in industrial production enable these classes to enter for the first time the traditional strongholds of the non-industrial French. Thus the custom-bound, submissive pattern of the rural French-Canadian is brought into contact with the individualistic, aggressive pattern of the industrial non-French, and the problem posed is how the two ways of life are to be reconciled to each other.

(To be concluded in April issue.)

(5) Ibid. For example, between 1941 and 1944 metropolitan counties in Quebec gained 57,808 persons by migration, other urban counties gained 15,991, rural non-farm counties lost 615, and farm counties lost 84,516.

Playmakers' Workshop

D. B. Clarke

After a lapse of nine years, the Playmakers' Workshop of Sir George Williams College will recommence its activities this year with a production early in the second term, under the direction of Mr. Griffith Brewer.

The Playmakers' Workshop, originally called the Department of the Drama of Sir George Williams College, was founded in 1932 by Professor Clarke, who directed its productions until 1941. Although its productions

were restricted by the small Budge Hall stage and its policy of serving as a trial ground for inexperienced student actors, the Playmakers' Workshop established for itself a certain local reputation based upon its uncompromising choice of plays, its ingenuity in adapting these to a small stage, and a surprisingly good standard of production when all handicaps were considered. Something of the nature of its history can be perceived in the list of plays which were presented:

Thackeray's	"The Rose and the Ring"
Shakespeare's	"As You Like It"
Shakespeare's	"The Tempest"
Shakespeare's	"Richard III"
Shakespeare's	"Julius Caesar"
Shakespeare's	"Othello"
G. B. Shaw's	"The Devil's Disciple"
J. M. Synge's	"The Playboy of the Western World"
Moliere's	"Monsieur de Porceaugnoe"
Ibsen's	"Peer Gynt"
W. H. Auden's	"The Ascent of F—6" (Canadian premiere)

Plus a long list of experimental and original one act plays.

The College has long felt that the Playmakers' Workshop should be reactivated under professional direction, in order to provide its students with a channel of creative expression through participation in theatrical production, and in order to extend its own participation in the cultural life of the city. It has been very fortunate to engage the services of Mr. Griffith Brewer for this purpose.

Mr. Brewer has distinguished himself in Montreal theatrical circles as a director, actor, and stage designer. He played "Giovanni" in the Montreal High School production of "Paolo and Francesca" and "Cyrano" in their "Cyrano de Bergerac". He has also appeared in the productions of "Saint Joan", "Tidings Brought to Mary", and "Dr. Faustus" as presented by the Everyman Players of the Church of the Messiah. He has appeared with the Montreal Repertory Theatre, the Canadian Art Theatre, the Lakeshore Theatre and the Cheney Hall Players, and as a member of the Radio Union, has acted under Rupert Caplan for several years.

He is at present director of the Lachine High School's annual play, set designer for the Y.M.H.A. and the Verdun Operatic Group. He has also painted and constructed sets for various other groups such as Dorothy Davis' Children's Theatre, the Open Air Playhouse, and the Montreal Drama Guild. He is currently appearing in the M.R.T. production of "Trelawny of the Wells".

A New Approach to the Teaching of English Literature

Elizabeth Waterston

In any field of teaching, a novel approach has some obvious value in itself. The excitement of experiment generates response in the students. For the instructor, struggling to fit some of his old generalizations and patterns into a new alignment, the effort brings explosive strength. This is particularly true in the Humanities, where assessment of familiar data is the usual road to "original" contribution.

Consequently it is a little alarming to hear at Sir George Williams College some such reasoning as this: "We experimented with new approaches ten years ahead of some of the older colleges. We have been in the vanguard of the return to pandemics, for instance. Now the general swing to techniques tells us that we have chosen the right road."

Regardless of the logical, theoretical point of view, *no* road in education can be the right one for long. Familiarity blurs its contours. Judged in terms of effect, it becomes a logical, admirable, progressive . . . rut.

The problem of approach has laways bedevilled lecturers on literature. The end of the literary road is more obscure than in the case of a scientific course. Is the objective general, cultural orientation, or instruction in the history of thought, or development of a critical approach to reading, or a combination of all these? Rather than lose sight of any of these ends, literature courses often shuttle from one approach to another. The problem is most intense at the beginning of the subject, in the organization of a Freshman course in literature. The one method of instruction which seems to have at least the negative value of omitting no major point is the presentation of a wide general survey, in the "Chaucer to Shaw" type of course. The survey course fits in with Sir George Williams' philosophy of pandemics, and it ties in also with the Junior College ideal of self-contained preliminary courses.

And so an approach has been evolved. The Freshman English survey has some great values. It sets "distance markers" into the haze of history remembered by the Freshmen, and reminds them of the movement of centuries, the shifts of culture-patterns, the succession of dynasties and economies and theologies. It opens many doors of possible interest rather than exploring a single path, thus ensuring that at least one breach will be effected in the cultural impassivity of each student, no matter what his taste or background. In the hands of a wise professor, it adds to the facts the surrounding tone of mature interpretation.

But the weaknesses of the survey system are apparent. Thinness, rash generalization, confusion of facts, imperfect tools for analysis, all result from the rapidity of coverage. A "smattering of ignorance" remains to delude the student into believing that he has acquired some cultural background.

Is there an alternative approach to Freshman literature which avoids these weaknesses? One improvement would be to order material in accordance with the normal pattern of learning — from the familiar to the unfamiliar. If we must survey, let us begin not with a plunge into Chaucerian syntax, but with a study of the literature of today. Let us then extend our survey backwards, not to a fixed, inevitable, scheduled century, but as far back — or as near — as the students' interest carries us. The lecturer's task in such a course is to encourage a critical attitude by helping students to an awareness of their present tastes in literature, and by helping them to articulate questions as to form, intention, and content of familiar material. (Often, the "familiar" will include no more that *Time,* Ogden Nash, and Li'l Abner.) Student contributions of facts, dates, names, and attitudes can be integrated into a vision of the background of modern literature, and restated by the lecturer in historical terms. With students' questions as a guide, the lecturer will then lead the way back into causes and explanations, and precursors, pausing in a near-past era for further historical generalization and for the sharpening of further critical, analytical tools. Such an up-side-down survey course, reaching backward into past centuries for explanations, models, parallels and contrasts for modern literature, would offer an interesting new approach to the teaching of literature at the college Freshman level.

Another suggestion is the "polar" approach. This is a modification of the "Great Books" system. A ridgidly limited number of texts is here selected for intensive analysis. Forced, exhaustive reading of a few specific books may seem a reversion to dreaded high school drill. It must be carefully stimulated and supervised, so as to break down apathy and "idea blindness" (reading with the eye on the word and the mind on something else.) It can encourage a sound reading habit and an awareness of the wealth of suggestion in a single work of art — and this seems to me a valid substitute for slip-shod familiarity with tags and jargon, and for an ability to generalize on demand about such topics as "The Romantic conception of the primitive, as illustrated in Shelley", or "The influence of Addison on the development of the novel."

A reading list for a "polar" course should range the centuries, the types, the moods, and the methods of literary art. One might include:

2 novels (e.g., *Grapes of Wrath* and *Pride and Prejudice)*

2 plays (e.g., *Hamlet,* and *Man and Superman)*

2 selections of non-fiction (e.g. Emerson on *The American Scholar,* and Thurber on anything)

A selection of poems (e.g. from Brooks and Warren, *Understanding Poetry*)

Such a list would provide a direct sampling of the "best", an awareness of some literary landmarks, and also a humble recognition of vast regions not yet explored. This is the humanist's approach to literature.

What's New in Astronomy?

E. Russell Paterson

The answer — far too much for the peace of mind of any instructor who tries to keep his material up to date. The evidence is in his lecture notebook, becoming more and more untidy with corrections and additions as reports of new work appear and are confirmed. Probably no science except nuclear physics can show such rapid developments as astronomy is experiencing. Only a few of the significant advances can be mentioned here; in some of these our Canadian astronomers are taking a leading part.

Public attention is naturally caught by the discovery of any new bodies within our own family of the Solar System. The list of planets has not been extended since 1930, but the past two years have seen the addition of two new satellites, spotted by the same astronomer, G. P. Kuiper. In February, 1948, he discovered the existence of a fifth moon for the planet Uranus, and in May 1949, a second moon for Neptune. The latter discovery was announced by Dr. Kuiper at a meeting of American and Canadian astronomers in Ottawa last June. It was met by groans and the urgent request, "For goodness sake, stop looking for any more; we've enough trouble with the satellites already on the list."

Recently Dr. Harlow Shapley, director of the Harvard Observatory, was asked for a statement of the most significant developments of the past few years, and expressed the opinion that these are in the realm of new or improved instrumental aids. The most spectacular has been the completion of the 200-inch Mt. Palomar telescope. Such widespread publicity has been given to this giant instrument that the general public expects immediate announcements of spectacular things revealed by it. In this there will be disappointment, for the programme of the telescope will be concerned mainly with the far depths of space, and one has no doubt that the observatory staff rather wish that they could be left out of the spotlight to carry on routine photography and spectroscopy. Of course no one expected that the mirror would prove faultless, and its removal for partial re-grinding this past summer was in the original plans. But it was in use long enough to demonstrate its ability to do its predicted job — pushing out the boundaries of the observable region from the present extreme limit of 500 million light-years to double that distance, a billion light-years.

Less spectacular, but just as significant, have been the recent developments in what are called "Schmidt" instruments. These are smaller telescopes and cameras so constructed that their wide-angled field of view gives perfect

definition throughout. The most skilled workmanship cannot attain this perfection in ordinary telescopes; there is always some blurring away from the centre of the field. Not so with the Schmidt. For broad survey work of the heavens, and for comparison jobs, star with star, they are proving to be of prime value.

Any means of obtaining additional information about the Sun is extremely important in astronomy for the reason that our Sun is a sample star. It is so comparatively close to us that we can determine from a study of it many features about stars which it would be impossible to ascertain otherwise. One of the greatest advances in solar study has been the recent development of the instrument called the Coronagraph. Previous to its invention, astronomers had to wait for a total eclipse of the Sun, when the glare of its disc is cut off, to make a quick study of its outer regions. With the Coronagraph, this glare is masked out, and a continuous watch can be kept on what is happening beyond the visible surface. The operation of the instrument is so delicate that it can be used only under the conditions of our atmosphere attained on very high mountain tops. This makes for uncomfortable living conditions for the observers, but amazing results are being secured at the three installations established so far. Another type of instrument has been successful in securing motion pictures of the prominences of the Sun in action, revising basically our conception of what goes on in these mammoth disturbances.

One of the newest sub-sciences of astronomy is based on the use of radio. It is so new that those who specialize in it are at present concerned only with accumulating facts, leaving interpretations to some genius who will appear on the scene later on. Especially good work is being done by the National Research Council at Ottawa. It has been found, for instance, that the Sun emits a continuous radio noise, receivable on very short wavelengths — it is slightly variable and occasionally marked by strong bursts. There is also a continuous galactic radio noise, strongest from the directions where there are the greatest concentrations of stars. Certain individual stars have been identified as the source of short-wave emissions — six such radio stars are known at present. What it all means is a mystery as yet, but the facts have been established beyond question.

Radar has also come into astronomical use. The recent bouncing of an echo off the Moon was a spectacular performance but not of great significance. But the use of radar in the study of Meteors is yielding important results — Dr. P. M. Millman of the Dominion Observatory, Ottawa, is taking the lead in this interesting development. Echoes from these small, solid bodies can be readily recorded; a system of widely-spaced stations permits the determination of the heights of the meteoric particles; and the work can be carried on in the daytime just as well as at night.

The David Dunlap Observatory (Toronto) has taken on an intriguing project — that of securing samples of interplanetary material, dust specks too small in size to produce meteors. For this purpose they are using isolated arctic outposts where the air is uncontaminated. Glass plates are exposed and whatever settles down in the form of dust is subjected to very delicate

examination. Sufficient samples have been collected so that they are beginning to tell us the size and shape of the particles and what they are made of — unharmed specks that, had they not been attracted by the earth's gravity, would be floating eternally in the spaces between the planets.

In purely theoretical astronomy, probably the most significant development has been in connection with the theory of origin of the Solar System. The importance of deciding what actually caused the birth of the planets lies in the application that may be made to the question as to whether or not the possession of planets is common among the stars. We cannot hope to see other planetary systems even if they exist, owing to the dimness of such bodies at their vast distances from us. The question can be decided only on the basis of probability.

At least twelve major theories have been proposed and worked out in detail in the last two hundred years. Since the turn of the present century, opinion has favoured the close passage of another star to our Sun as the immediate cause of the birth of our planets — called an Encounter theory. With such enormous gaps as exist between the stars, a close passage of any two stars to each other would very seldom take place, and on this basis our planetary system has been considered an unusual state of affairs. In the last few years, however, two suggestions of origin have been made which may lead to the opposite opinion. One of these theories, advanced by a group of American astronomers and still incomplete, traces a series of steps whereby an entire planetary system with its central star may be condensed at one time from a small cosmic dust-cloud. They direct our attention to fifty such clouds now visible where their study indicates that conditions are suitable for a condensation of this type later on. Approaching the problem from quite another direction (the application of the physical theory of Turbulence), C. F. von Weizsaecker of Germany has made his own study of what will happen to a mixture of dust and gas condensing into a star, and has come to the conclusion that it would be almost necessary for such a star to be attended by a family of planets formed at about the same time. His work is receiving the approval of many of the leading astrophysicists.

If any such Condensation theory is accepted, it indicates that the possession of planets may be the normal state for a star. Astronomers are conservative folk, but opinion seems to be shifting around — very cautiously — to the conclusion that our Earth may not be unique after all; there may be a vast number of planets in the stellar universe where conditions are similar to those on Earth. We can only hope that their inhabitants, if any, are making a greater success of their relations with each other than we are.

Course Work--or Project Work?

Harry H. Schwartz

In the April 1949 issue of the Faculty Review, Dr. Madras points out the stimulating value of project work in chemistry.

The question as to the practical value of project work is one that has been discussed many times, with strong views expressed on both sides. On the one hand, some claim that undergraduate students are not mature enough to obtain much benefit from such a procedure, while on the other hand, some claim that a project under proper guidance is worth far more than any course.

In a formal course, the relationship between the lecturer and the student is of necessity quite rigid. A set amount of material must be covered in the time allotted. A formal examination must be written; and on the basis of this examination and homework completed, plus some personal observation on the attitude in class, a grade is assigned.

The urgent demand of the course sets a clamp on the student's curiosity. No time can be spared for a few moments of quiet introspection on some of the lesser known phases of the work. It is all hurry, hurry, hurry, . . . exams next month, tests this month, so much to do, so much to cover. Turn the crank and turn out the students.

This is not education, but streamlined force feeding.

On the other hand, a properly designed project will arouse the inquisitive mind and will create a rapport between the student and the instructor that will prove stimulating and beneficial in the extreme. It is my opinion that it does not matter much what course a man teaches — and I don't much care if it is Sanskrit or the Calculus —, a student derives more benefit from watching and working with a good man, by observing his methods of thought and procedure, than from all the formal work in the course. Elementary arithmetic, taught by a man like Guillemin of MIT, is more thought-provoking than a course in advanced calculus given by an average lecturer.

The proposal of project work suggested by Dr. Madras is one that should be carefully studied and applied. To the fact that the student is forced to use the library, and thereby learns that other books exist besides the allotted text, one must add the value of looking at several points of view and judging between them. Laboratory work, where such is feasible, means that the dull routine of working out lists of given experiments is

avoided and new interest aroused.

A written report on the project must be required. Such a report should be judged not only from the technical point of view, but also on the English used and on the style adopted. Too often reports are mere rehashes of material given in the text, with very little thought supplied by the student. A project on some phase will of necessity mean that the student will make up his own report, and come to his own conclusions.

The report will give practice in the proper use of footnotes and references. The fact that the report must be written in English — a fact that is too often taken for granted — and that it must be read by someone, who presumably is not familiar with the project, means that explanations on the purpose of the project must be carefully made. And finally, the formation of a seminar where the student can talk on his project is extremely worthwhile. In any field of endeavour, a man must be able to express his ideas both orally and in writing. It is not enough to have an understanding of the subject. Ideas and thoughts are sterile unless they can be presented clearly and forcefully.

From what has been said, the reader will gather that I am in favour of project work. But there is one serious problem. A project course depends to such an extent upon the complete cooperation between the student and the instructor, that it will fail unless both student and instructor are carefully selected. A project course is either excellent, or not worth the time it takes. *There is no in-between.*

I might add that a logical extension to the project idea is the industrial course. At MIT for example, a student studies for one session and then works with a cooperating company for another session. This is project work, but with a different slant. At Sir George, at least in the evening division where most of the students are working during the day, such a plan might be attempted.

Editor's Note: Dr. Madras in his article was specifically advocating *primary* research projects for undergraduates. Research work based on the use of secondary sources is required in English 101 and many other courses in the College.

CONFERENCE NEWS

Since the last issue members of the staff have attended the following conferences:

ASSOCIATION OF COLLEGIATE REGISTRARS —
held at Columbus, Ohio during April — D. B. Clarke, R. A. Fraser.

DEPARTMENT OF CURRICULUM DEVELOPMENT AND SUPERVISION (N.E.A.) —
held at Atlantic City during April — J. W. Brunt.

EASTERN BUSINESS TEACHERS ASSOCIATION —
held at Boston during April — R. N. Elliot, N. Manson.

INSTITUT DE L'HISTOIRE DE L'AMÉRIQUE FRANÇAISE —
held at Montreal during April — G. O. Rothney.

INTERNATIONAL JUNIOR CHAMBER OF COMMERCE —
held at Brussels, Belgium during April — P. T. R. Pugsley, President of the Junior Chamber of Commerce of Canada.

ASSOCIATION OF UNIVERSITY BUSINESS OFFICERS —
held at Halifax (Dalhousie) during June — K. E. Norris, H. G. Worrell.

CANADIAN INSTITUTE OF INTERNATIONAL AFFAIRS —
held at Montreal, during June — K. E. Norris, H. F. Quinn, G. O. Rothney.

CANADIAN LIBRARY ASSOCIATION —
held at Winnipeg during June — Miss M. Broadhurst, C. W. Thompson who was elected Chairman of Trustees section of C.L.A.

CANADIAN NATIONAL JUNIOR CHAMBER OF COMMERCE —
held at Toronto during June — P. T. R. Pugsley, President of the Junior Chamber of Commerce of Canada.

CANADIAN POLITICAL SCIENCE ASSOCIATION —
held at Halifax (Dalhousie) in June — H. F. Quinn who presented a paper.

CANADIAN PSYCHOLOGICAL ASSOCIATION —
held in Montreal during June — J. W. Bridges, D. B. Clarke, A. H. McFarlane, K. E. Norris.

UNITED STATES NATIONAL JUNIOR CHAMBER OF COMMERCE —
held at Colorado Springs, Colorado during June — P. T. R. Pugsley, President of the Junior Chamber of Commerce of Canada.

UNIVERSITY ADVISORY SERVICES CONFERENCE —
held at Halifax during June — H. F. Hall, who was re-elected President, A. H. McFarlane, K. E. Norris.

AMERICAN MATHEMATICAL CONGRESS —
held at Vancouver, (U.B.C.) during August — M. R. Smith.

Y.M.C.A. TRAINING CONFERENCE —
Lake Couchiching, Ontario during August — G. O. Rothney acted as a lecturer delivering several papers on Canadian History.

AMERICAN CHEMICAL SOCIETY —
held at Atlantic City during September — S. Madras.

ASSOCIATION OF UNIVERSITY EVENING COLLEGES —
held at Cincinnati during November — H. F. Hall.

AMERICAN ECONOMIC SOCIETY —
held at New York during December — A. Lermer.

AMERICAN SOCIOLOGICAL SOCIETY —
held at New York during December — H. H. Potter.

The New Infant

Fifteen years ago the College undertook the task of establishing a library suited to the needs of its students. In those fifteen years twenty thousand books have been added; and the College now employs five full time librarians and a number of part time assistants as well as clerical help.

Among the 20,000 volumes is a collection of Canadiana which contains several rare volumes, a complete set of the Champlain Society's publications, and many first editions. In addition there is an ever growing collection of gramaphone records.

And now the Faculty Library Committee has acquired what it hopes will be the nucleus of a future museum. At present too small to require a Curator it will be under the care of the Librarians and will be housed in the Library.

The Committee wishes to acknowledge the following gifts to the new collection:

Chinese Bronze Incense Burner — circ. 200 — 1280 A.D.

Chinese Wine Pot — recovered from previously inundated area in North Chili Province — circ. 900 A.D.

Chinese Birdcage Food and Water Containers of the Ming Dynasty — 1368 — 1644 A.D.

Chinese Charcoal Burner — circ. 1900 A.D. or earlier.

The above donated by Rev. J. A. Mowatt, Hudson Heights, Quebec.

Chinese Brass Incense Bowl — Ming Dynasty.

Two Chinese Bronze Idols — circ. 1500 — 1600 A.D. and a number of miscellaneous items of interest, donated anonymously.

It is hoped that as the collection grows it will give students visible links with the past, and, when space is available, to add exhibits of industrial and manufacturing processes, of natural history, and of the fine arts.

At present this is in the future; but already offers have been made to help in this project, and the College is prepared to receive and put on exhibition as many items as can be displayed under present conditions.

Our best wishes for the growth and prosperity of our New Infant.

C. W. T.

During the summer the College expanded its accommodation by the addition of seven new class rooms, and two offices for staff members, located at 1474-1480 Drummond Street. This is officially known as the Drummond Street Annex.

The Annual Christmas Staff party was held in the Budge Hall on Saturday, December 17th, 1949. This year invitations were extended to all members of the staffs of College, Art School, Business and High School. Members of the clerical staff decorated the hall and assisted at the Tea. Those pouring tea were Mrs. H. F. Hall, Mrs. Claude W. Thompson, Mrs. D. B. Clarke, Mrs. R. N. Elliot, Mrs. J. W. Brunt, Miss I. Muir, and Miss D. F. Dyer. We were pleased to have with us several members of the Board including the Chairman accompanied by Mrs. Roberts.

Since our Last Issue

Principal K. E. Norris addressed the Association of School Trustees of Province of Quebec at the Annual Conference at Three Rivers, the Certified General Accountants Association and St. James Literary Society. He was also a speaker at the High School Graduation Exercises at Three Rivers and at Hudson Heights, Quebec.

Professor J. M. Honeyman spent a good part of the summer visiting Europe, particularly the Mediterranean area. He was especially interested in seeing the subtropical flora of this region and reports a very enlightening and enjoyable tour.

Mr. P. T. R. Pugsley, Director of Commerce courses, was married on May 19, 1949, to Miss Marion Stewart. Their honeymoon was spent travelling in the western United States and Canada.

We welcome back this session Miss Elizabeth Hillman after a year's leave of absence during which time she obtained her Ph.D. degree from the University of Toronto. She was married on December 17, 1949, to Mr. Douglas L. Waterston.

Mr. Ernest Stabler is on leave of absence for the current year to complete postgraduate studies in Education at Harvard University. He will return in September to his post as Assistant Dean.

The Faculty Library Committee regrets to announce the retirement of Mrs. Fay Arnold, one of our most popular librarians. Mrs. Arnold obtained the degree of B.A. from Sir George Williams in 1948, majoring in English, and was on the staff of the library for five years, giving excellent service. Our students will miss her constant interest and help in their reading problems.

Mr. C. G. Robertson is still in the Far East in his post as an educator in the American Army of Occupation. We were all pleased to hear from him at Christmas.

Sir George Williams College

of the Montreal Y. M. C. A.

College courses for High School Graduates (men and women) leading to diploma of Associate in Arts, Science, or Commerce and to degree of B.A., B.Sc., or B.Com. Equivalent courses day and evening. Summer evening session June to September.

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